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of such tests as an aid to the final selection of those seeking to enter college, and particularly for the admission of special students.

One completes this extremely concentrated report with a desire to know more of the details of the investigation and with a recognition that the author has accomplished his aim, namely, that those interested "may find herein helpful suggestions, or be stimulated to make constructive criticisms in the light of their own experience." It is to be hoped that other investigators will attack each one of the problems presented, using tests now available which are better adapted to the purpose. Correlations with standardized school tests would add to the significance of the findings, as would also a detailed analysis of cases which seem to defy prognosis by this method.

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Iowa spelling investigation.—Since 1904 some fifteen studies of spelling vocabularies or words in common use have been made. The results of these studies have served to concentrate attention upon a few basic problems in spelling, as well as to provide tentative lists of words which are standardized and graded. The results obtained, however, indicated the need for a wider investigation. Accordingly, Dr. Anderson, of the University of Iowa, organized an investigation, the results of which have recently appeared.¹

The monograph opens with a review of each of the fifteen studies previously made. Chapter ii is devoted to a detailed explanation of the method and the gross results of the study. The author summarizes his method and findings as follows:

Thirty-seven hundred and twenty-three letters were collected and analyzed by the public-school children of 22 towns and cities in the state of Iowa, according to printed directions sent to teachers and pupils. The letters were written by adults engaged in more than 35 different occupations and callings throughout the state. These letters were classified into general and special groups and word lists were made of the vocabularies. Every word of different spelling was counted a different word, except where the word was pluralized by adding "s" only. Such words were recorded as singular. All proper nouns, excepting days of the week, names of months, holidays, and nationalities, were excluded.

A total of 9,223 different words were found in 361,184 running words. The first 14 words with their repetitions were found to constitute one-fourth of the total number of running words tabulated. Seventy-seven words with their repetitions comprised one-half of the total number of running words, and 442 words comprised three-fourths of the total number [p. 29].

Chapter iii gives the complete list of words, together with the frequency of occurrence of each and the number of subclasses in which each appeared.

¹ WILLIAM NICLAUS ANDERSON, *Determination of a Spelling Vocabulary Based upon Written Correspondence*. "University of Iowa Studies in Education," Vol. II, No. 1. Iowa City: University of Iowa, 1921. Pp. 66. \$1.00.

The results of this study reveal a much larger number of different words per unit of running words than has hitherto been found. For example, the present study contains 7,222 more different words than the study of 2,000 letters made by Ayres, and 4,691 more than Jones found in his tabulation of 75,000 school children's themes. This difference can be only partly explained by variations in method. It seems to indicate that a still wider investigation might bring out even more common words. The author draws the following conclusion as to the results:

Contrary to opinions formerly held, the present study shows that there are at least 3,000 or 3,500 common and familiar words that any individual of average intelligence might have occasion to use in letter writing. This does not mean, however, that every one of these words need necessarily be taught in formal spelling lessons in the elementary school. Some of the older spelling books which contain many more words do not include some of the most familiar and simple words. Furthermore, there is a growing conviction among educational leaders that fewer words should be taught in formal spelling lessons and that attention should be given rather to spelling in connection with all written work [p. 58].

The Appendix gives a tabulation of all misspelled words in the letters which were studied. The striking fact about this tabulation is that there are relatively few words that show any special spelling difficulty, the errors which occurred being widely distributed.

The study has been carefully carried out and is reported in good form. It will be useful for many purposes.

Methods of teaching geography.—In the development of geography two opposing lines have been followed. One of these has to do with the development of the subject as an isolated study, while the other regards geography as being intimately related to many phases of human thought and activity. A recent special methods book¹ in this field is a valuable contribution to the pedagogy of geography because of its emphasis on the most recent viewpoints. The general attitude of the book is expressed in the following quotation:

The authors hold that it is possible to organize the geography course of study in such a way that the dominant viewpoint will be geographic and at the same time will permit of the interpretation of materials about life centers [p. vi].

The book is divided into six parts: "The Viewpoint," "The Course of Study," "The Materials of Geography," "The Class," "The Project, or Active, Method," and "Tests and Scales."

It is held, and clearly shown, that geography is closely related to the fundamental activities of life, such as the productive occupations, transportation, and the professional, political, and recreational activities of society. "Geography is concerned with the discovery and interpretation of the relations between the physical environment and life forms" (p. 18). The authors take

¹ MENDEL E. BRANOM and FRED K. BRANOM, *The Teaching of Geography*. Boston: Ginn & Co., 1921. Pp. viii+287.